STEP UP and LEAD:

Engaging Boards in Inclusive Excellence

2015 Governor's Conference on Postsecondary Education Trusteeship

Workshop Outline

- Provide Context – AAC&U and what we do

- Critical Questions for Trustees related to Making Excellence Inclusive

- Making Excellence Inclusive Framework and National Dialogues

- Campus Resources for Making Excellence Inclusive

Critical Questions

- How are institutions preparing **all** students for the kinds of challenges they will confront in life, work and citizenship, both U.S. and global?

- How can we help students to integrate and apply their knowledge and skills to complex, unscripted problems and new settings?

About AAC&U

- The leading national association concerned with the **quality** of student learning in college

- More than 1,300 institutional members – half public/half private, two year, four-year, research universities, state systems, liberal arts, international

- A network of over 30,000 faculty members, academic leaders, presidents and others working for educational reform

- A meeting ground for all parts of higher education – about our shared responsibilities to students and society

LEAP

AAC&U
Association of American Colleges and Universities

Mission

To make liberal education and inclusive excellence the foundation for institutional purpose and educational practice in higher education.

(Approved by the Board of Directors, 2012)

AAC&U organizes its work around four broad goals:

- LEAP: Liberal Education as a Global Necessity

- Quality: 21st Century Markers for the Value of US Degrees

- Equity: Innovation, Inclusive Excellence, and Student Success

- Social Responsibility: Integrative Liberal Learning for the Global Commons

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Liberal Education and America's Promise (LEAP)

LEAP is a national initiative that champions the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality.

LEAP

The LEAP Essential Learning Outcomes

Knowledge of Human Cultures and the Physical and Natural World

– **Focused** on engagement with big questions, enduring and contemporary

Intellectual and Practical Skills

– **Practiced** extensively across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance

Personal and Social Responsibility

– **Anchored** through active involvement with diverse communities and real-world challenges

Integrative and Applied Learning

– **Demonstrated** through the application of knowledge, skills, and responsibilities to new settings and complex problems

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Essential Learning Outcomes

- Inquiry and Analysis
- Critical and Creative Thinking
- Written and Oral Communication
- Quantitative Literacy
- Information Literacy
- Teamwork and Problem Solving
- Civic Knowledge and Engagement—local and global
- Intercultural Competence
- Ethical Reasoning
- Lifelong Learning
- Across general and specialized studies

Falling Short?
College Learning and Career Success

Key findings from survey among 400 employers and 613 college students conducted in November and December 2014

For

The Association of American Colleges and Universities by

Hart Research Associates

Methodology

- Online survey among 400 executives at private-sector and nonprofit organizations that have 25 or more employees

  - Each reports that 25% or more of their new hires hold an associate degree from a two-year college or a bachelor's degree from a four-year college

- Online survey among 613 college students, all within a year of obtaining a degree or, in the case of two-year students, transferring to a four-year college

  - Sample includes 304 students at four-year public colleges, 151 students at four-year private colleges, and 158 students at two-year colleges

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Employers are in broad agreement on college learning outcomes for all students, regardless of their chosen field of study.

Employers' agreement with statements about college learning aims regardless of student's chosen field of study

■ Strongly agree ■ Somewhat agree

Students/ total agree

All college students should have educational experiences that teach them how to **solve problems with people whose views are different from their own**

| 59% | 96% | 94% |

All college students should gain an **understanding of democratic institutions and values**

| 32% | 87% | 85% |

Every college student should take courses that build the **civic knowledge, skills, and judgment** essential for contributing to our democratic society

| 33% | 86% | 86% |

Every college student should acquire broad **knowledge in the liberal arts and sciences**

| 29% | 78% | 83% |

All college students should gain **intercultural skills** and an understanding of societies and countries outside the United States

| 21% | 78% | 87% |

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Learning Outcomes that at Least Four in Five Employers Rate as Very Important

Proportions of employers rating each skill/knowledge area as very important for recent college graduates to have*

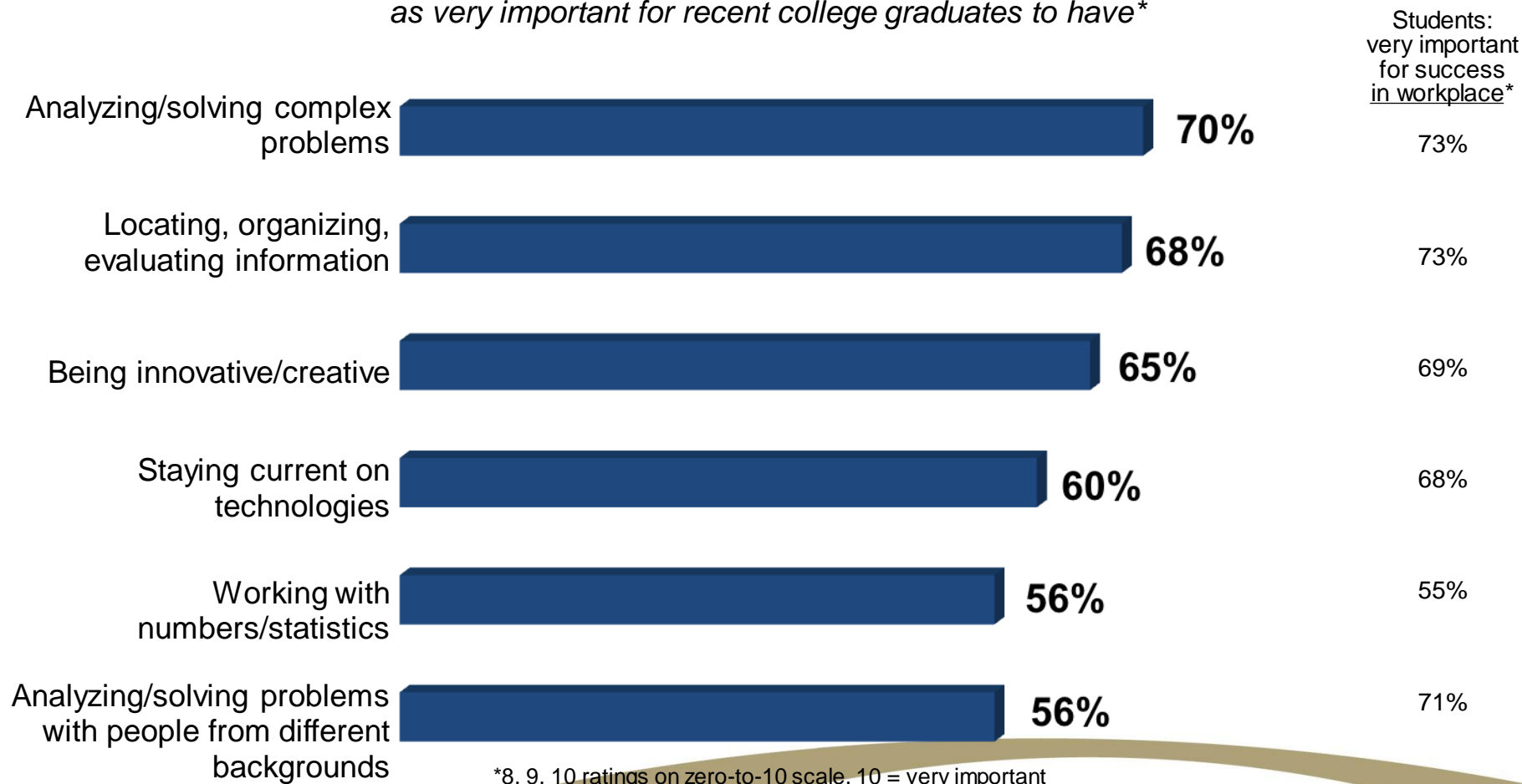Students: very important for success <u>in workplace*</u>

Skill/Knowledge Area	Employers	Students
Oral communication	85%	78%
Working effectively with others in teams	83%	77%
Written communication	82%	75%
Ethical judgment and decision-making	81%	74%
Critical/analytical thinking	81%	79%
Applying knowledge/skills to real world	80%	79%

*8, 9, 10 ratings on zero-to-10 scale, 10 = very important

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Learning Outcomes that More than Half of Employers Rate as Very Important

Proportions of employers rating each skill/knowledge area as very important for recent college graduates to have*

Students: very important for success in workplace*

Skill/knowledge area	Employers	Students
Analyzing/solving complex problems	70%	73%
Locating, organizing, evaluating information	68%	73%
Being innovative/creative	65%	69%
Staying current on technologies	60%	68%
Working with numbers/statistics	56%	55%
Analyzing/solving problems with people from different backgrounds	56%	71%

*8, 9, 10 ratings on zero-to-10 scale, 10 = very important

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Kentucky is a LEAP State

- LEAP States focus on large-scale collaboration, transformational change, and educational alignment to raise the quality of college learning within the state.

- Kentucky joined in 2011.

- Mission: To adopt and disseminate LEAP as a guiding framework for all statewide efforts to improve student success, transfer, and general education.

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Featured Initiatives

- Student Success Summit
- Targeted Workshops
- General Education Transfer Policy
- Professional Learning Communities
- Committee on Academic Quality
- Committee on Persistence and Graduation

"High-Impact Practices" that Help Students Achieve the Outcomes

★ First-Year Seminars and Experiences

★ Common Intellectual Experiences

★ Learning Communities

★ Writing-Intensive Courses

★ Collaborative Assignments & Projects

★ Undergraduate Research

★ Diversity/Global Learning

★ Service Learning, Community-Based Learning

★ Internships

★ Capstone Courses and Projects

Critical Questions for Trustees

- Is there common understanding among trustees and institutional leaders regarding the definition of **inclusive excellence** (i.e., diversity, equity, and inclusion)?

- Does the institution have defined goal(s) for **making excellence inclusive**?

- How can boards of trustees help define clear measurable goals for **making excellence inclusive**? Who is held accountable for monitoring success and sharing progress?

- How can trustees partner with educators to ask and respond to questions about inclusive excellence that can lead to success for **all**?

Making Excellence Inclusive

"Through the vision and practice of inclusive excellence, AAC&U calls for higher education to address **diversity, inclusion, and equity** as critical to the wellbeing of democratic culture.

Making excellence inclusive is thus an **active process** through which colleges and universities achieve excellence in learning, teaching, student development, institutional functioning, and engagement in local and global communities."
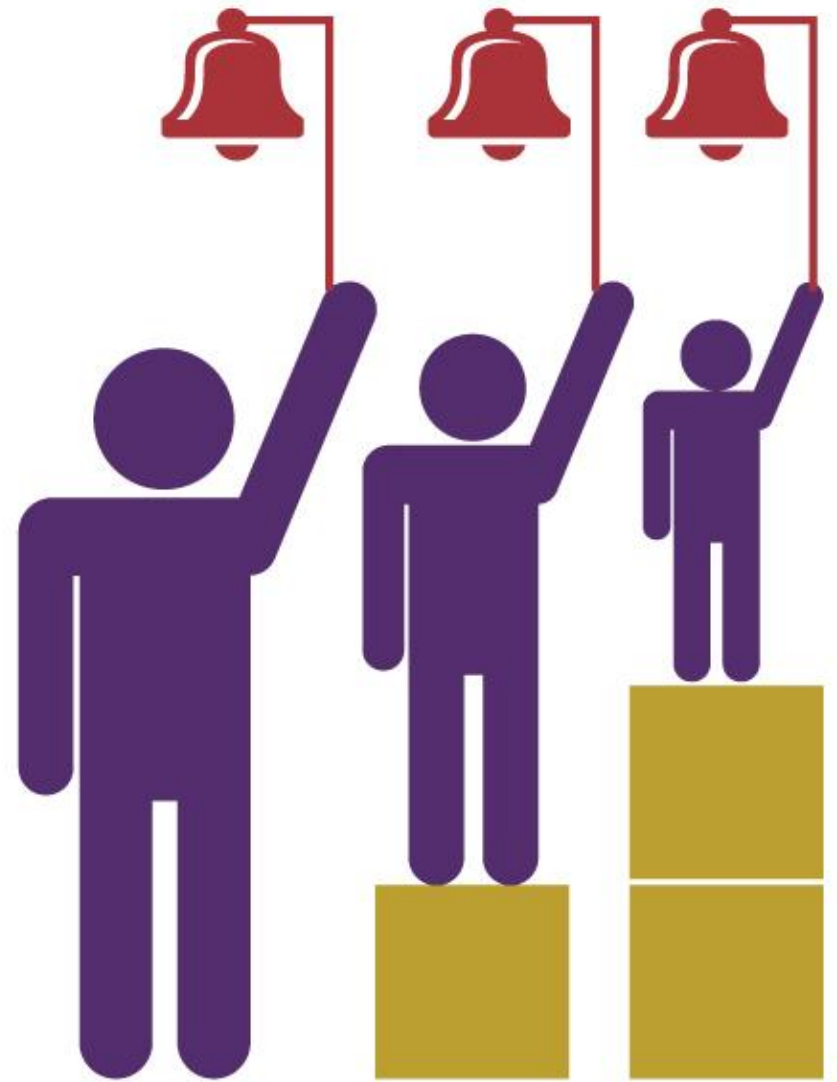
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Making Excellence Inclusive

Students

Clarity in goals, language, & measures

Institutional Climate

Diversity

Disaggregated Data

Paradigm Shift

Equity-Minded

Quality learning

Equity

Inclusion

Asset-Based

Growth Assessments

Culturally Competent & Inclusive Pedagogy

Guided *Learning* Pathways

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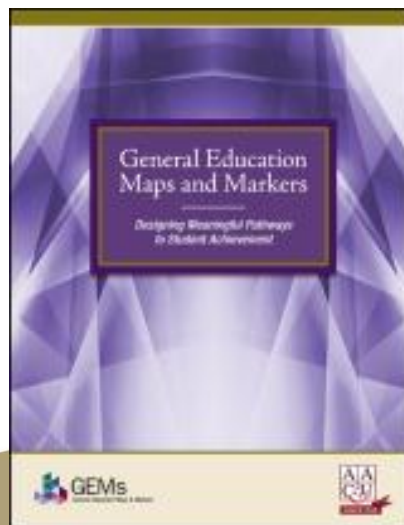AAC&U Association of American Colleges and Universities
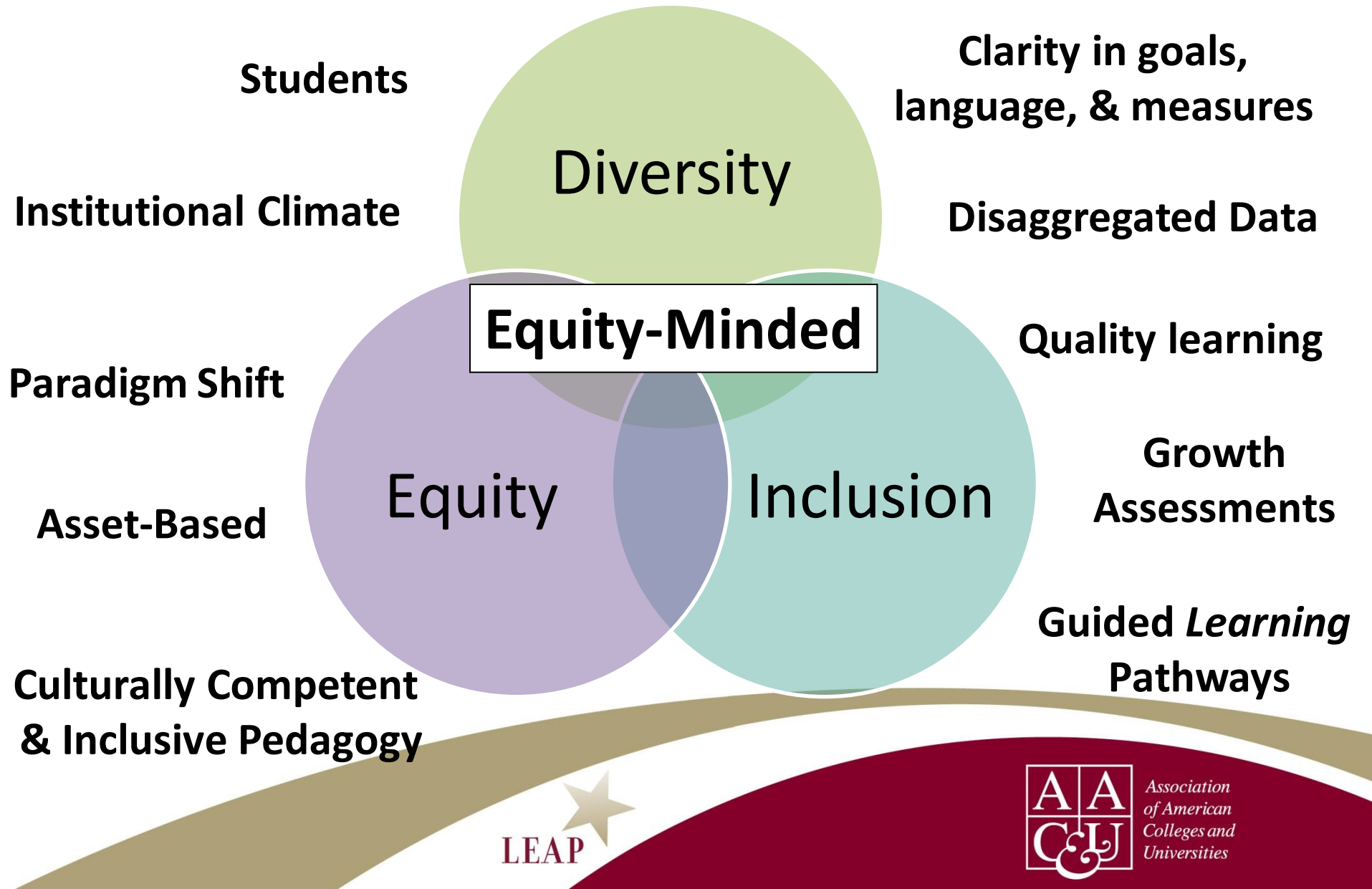
EQUALITY

EQUITY

How do you translate a commitment to inclusive excellence into campus practice?

AAC&U Centennial Publications
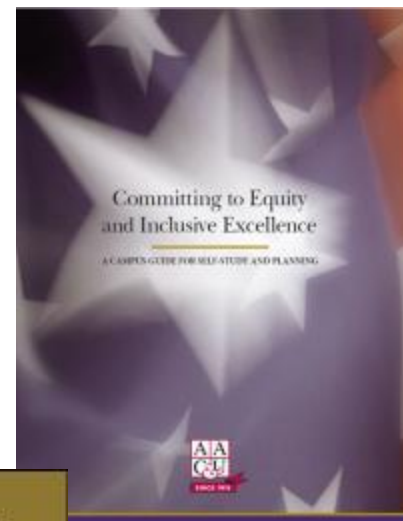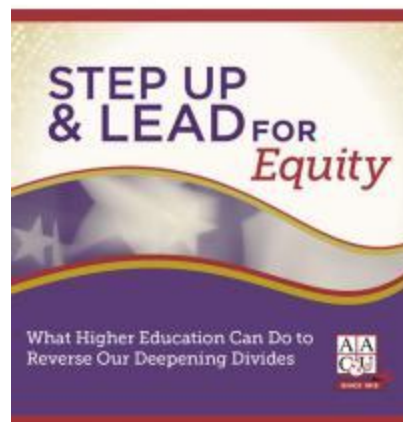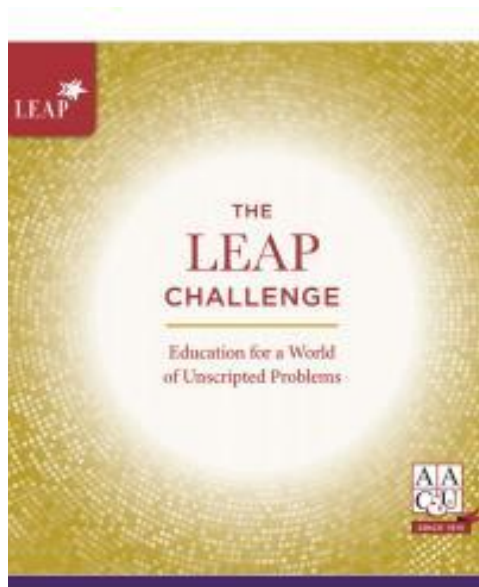
America's Unmet Promise

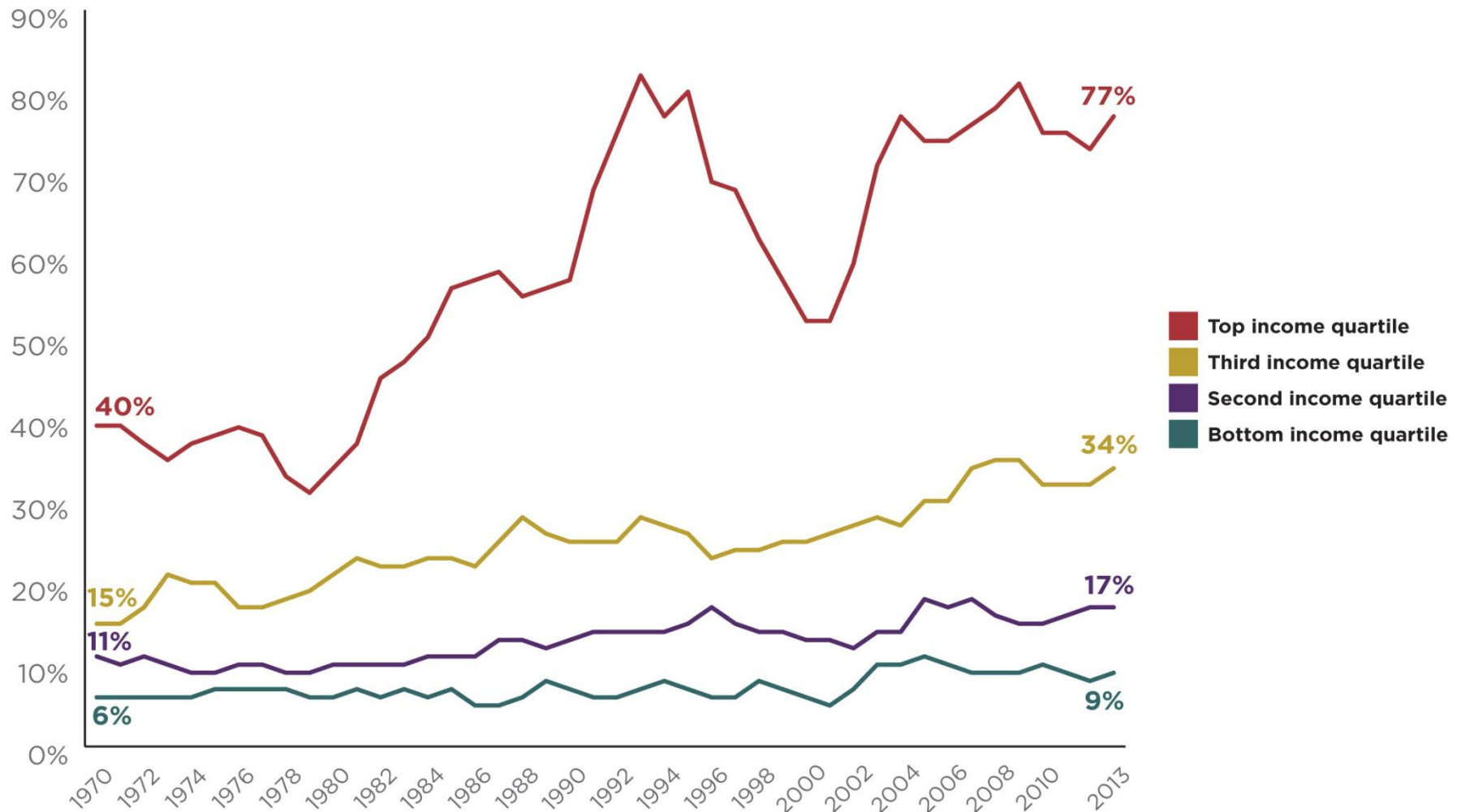*BY Keith Witham, Lindsey E. Malcom-Piqueux, Alicia C. Dowd, & Estela Mara Bensimon*

"Being equity-minded thus involves being conscious of the ways that higher education—through its practices, policies, expectations, and unspoken rules—places responsibility for student success on the very groups that have experienced marginalization, rather than on individuals and institutions whose responsibility it is to remedy that marginalization."

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Higher-income students are more likely to earn degrees

BACHELOR'S DEGREE ATTAINMENT BY AGE TWENTY-FOUR FOR DEPENDENT FAMILY MEMBERS
BY FAMILY INCOME QUARTILE

Legend:
- Top income quartile
- Third income quartile
- Second income quartile
- Bottom income quartile

Key data points: Top income quartile: 40% (1970) → 77% (2013); Third income quartile: 15% → 34%; Second income quartile: 11% → 17%; Bottom income quartile: 6% → 9%.

Degree attainment levels

PERCENTAGE OF PERSONS AGED TWENTY-FIVE AND OVER WITH A BACHELOR'S OR HIGHER DEGREE, BY RACE/ETHNICITY
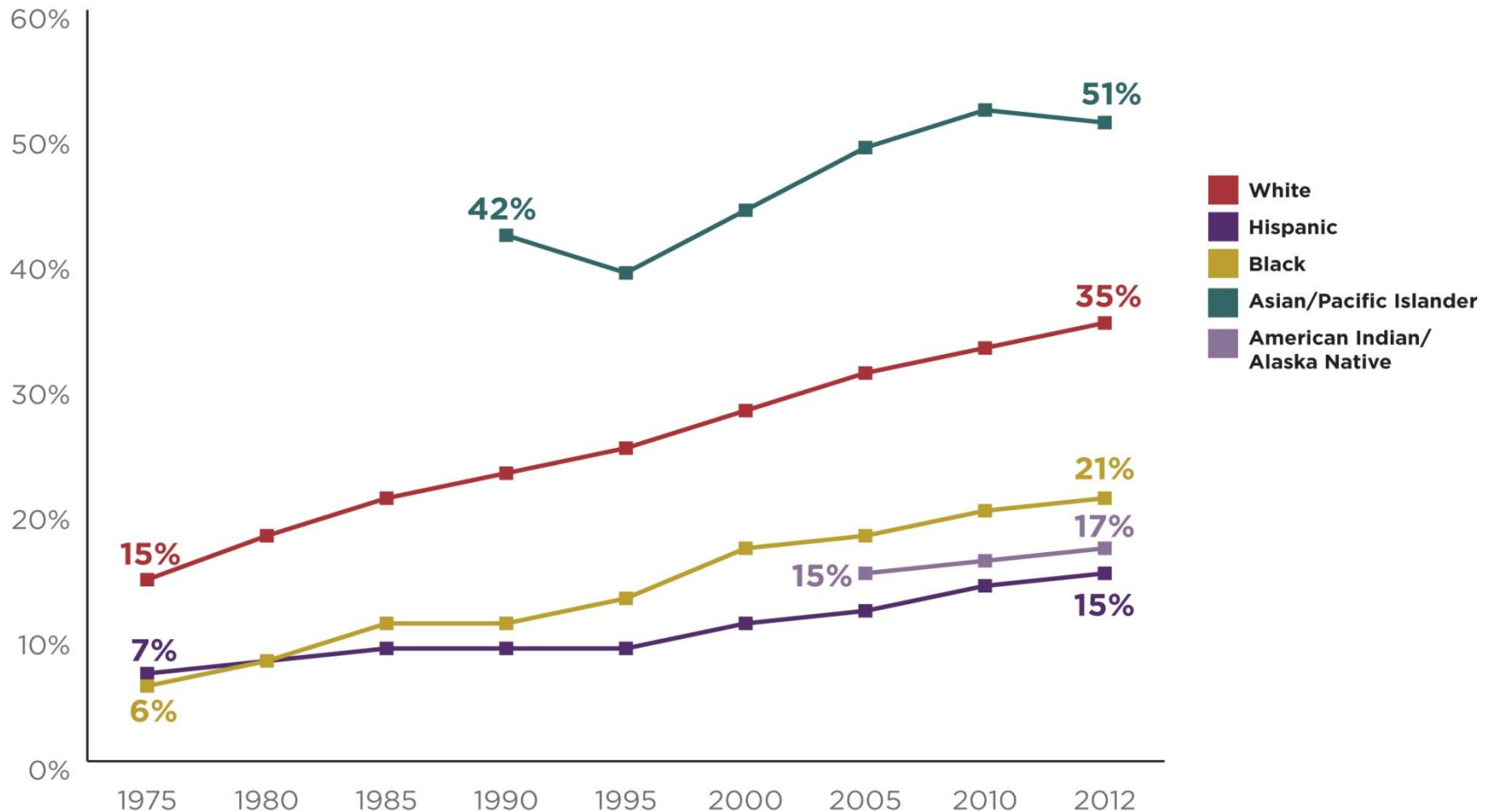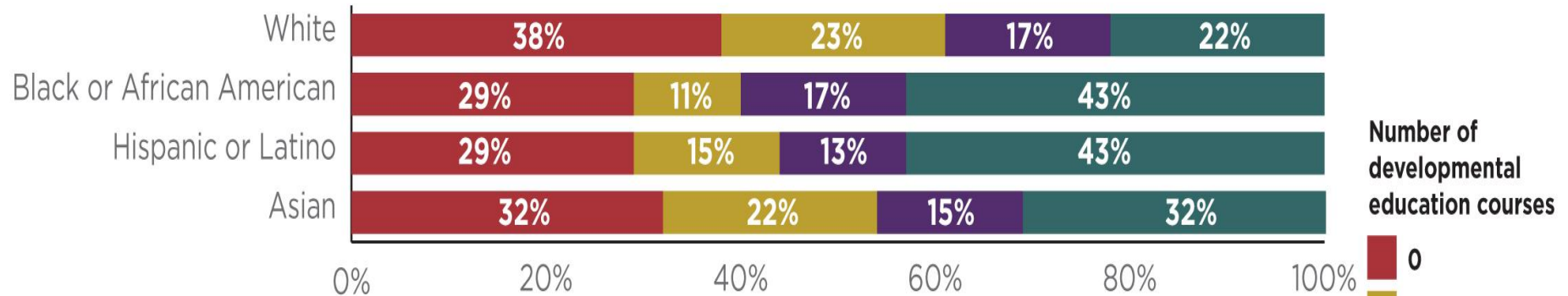

Source: U.S. Department of Education, National Center for Education Statistics, "Digest of Education Statistics: 2012," Table 8, http://nces.ed.gov/programs/digest/d12/tables/dt12_008.asp?referrer=report.
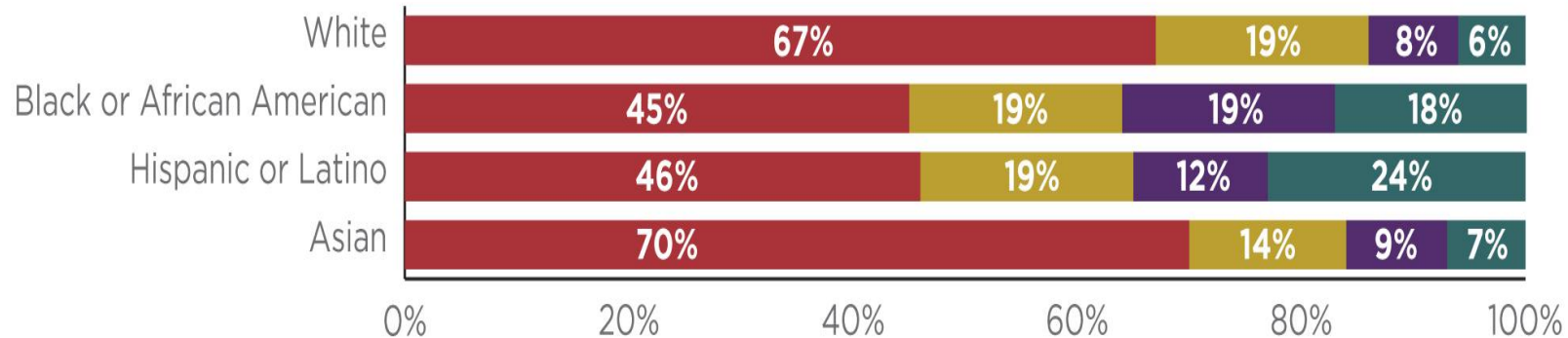
Note: Data are not available until 1989 for Asian/Pacific Islanders and until 2003 for American Indian/Alaska Natives.

Students of color are more likely to take developmental education courses

TWO-YEAR INSTITUTIONS

Race/Ethnicity	0	1	2	3+
White	38%	23%	17%	22%
Black or African American	29%	11%	17%	43%
Hispanic or Latino	29%	15%	13%	43%
Asian	32%	22%	15%	32%

Number of developmental education courses

- 0
- 1
- 2
- 3+

FOUR-YEAR INSTITUTIONS

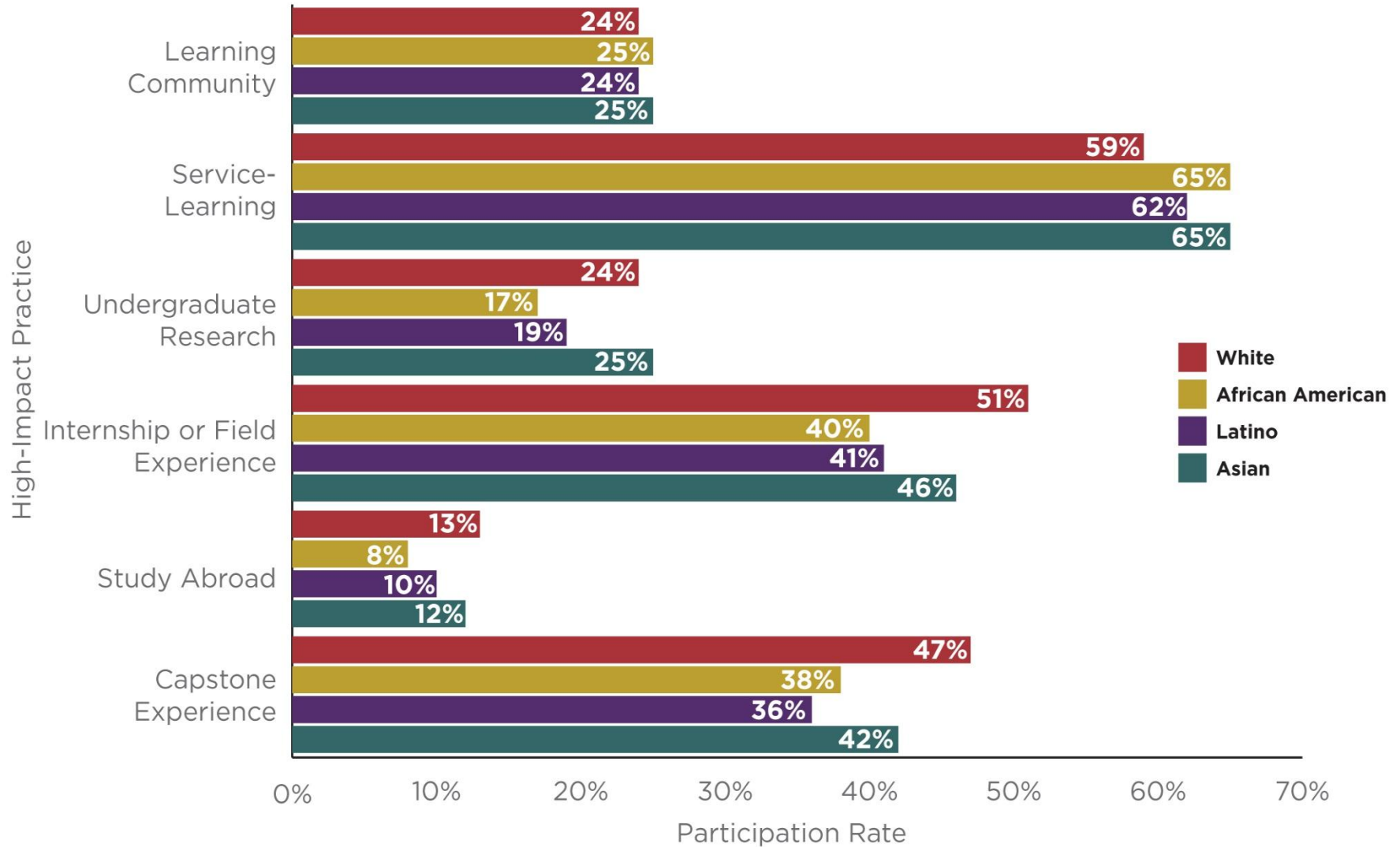| Race/Ethnicity	0	1	2	3+
White	67%	19%	8%	6%
Black or African American	45%	19%	19%	18%
Hispanic or Latino	46%	19%	12%	24%
Asian	70%	14%	9%	7%

Source: Data from U.S. Department of Education, National Center for Education Statistics, "Beginning Postsecondary Students Longitudinal Study," 2009 data, http://nces.ed.gov/datalab/quickstats. Using calculations presented in Witham et al., *America's Unmet Promise.*

Note: Percentages may not total 100% due to rounding.

Students of color experience fewer high-impact practices

Chart: Participation Rate by High-Impact Practice and race/ethnicity (White, African American, Latino, Asian)

High-Impact Practice	White	African American	Latino	Asian
Learning Community	24%	25%	24%	25%
Service-Learning	59%	65%	62%	65%
Undergraduate Research	24%	17%	19%	25%
Internship or Field Experience	51%	40%	41%	46%
Study Abroad	13%	8%	10%	12%
Capstone Experience	47%	38%	36%	42%

LEAP Challenge

FIRST-YEAR INQUIRY and COLLEGE WRITING

CROSS-CULTURAL and GLOBAL STUDIES

QUANTITATIVE REASONING

CREATIVE & ARTISTIC INQUIRY

CULTURAL/ HISTORICAL INTERPRETATION

SCIENCE EXPLORATIONS

SOCIO-ECONOMIC ANALYSIS

SECOND-YEAR INQUIRY SEMINAR*
Cross-disciplinary questions and student signature project

THEMATIC COURSE CLUSTERS
Three or more courses across multiple disciplines, including the major field. A student examines questions important to him/her and to society.

THEMATIC COURSE 1

THEMATIC COURSE 2

THEMATIC COURSE 3

SIGNATURE WORK
A student's best work, which can take many forms (e.g., capstone; internship; field work; research; community-based research)

E-PORTFOLIO SHOWS STUDENT'S PROBLEM-BASED LEARNING AND PROFICIENCIES OVER TIME

▲ Diversity and global learning courses
☆ High-Impact Practices (HIPs)
◆ Courses related to major field

▢ Writing intensive
▢ Intensive in quantitative analysis
▢ Both writing intensive and intensive in quantitative analysis

*For students in two-year degree programs, this work is Signature Work. For students in four-year degree programs, it is preparation for Signature Work. Transfer students may take the second-year inquiry seminar at the original institution or following transfer.

Signature Work

Signature Work projects are related to a question or problem that is important to the student and important to society. Signature Work allows students to connect liberal and general learning with the world beyond college.

Employers perceive great value in students' completing <u>applied learning projects</u>, but see room to improve college students' preparedness to complete applied learning projects.

- **88%** think that it is important for colleges to ensure that ALL students are prepared with the skills/knowledge needed to complete a significant applied learning project.

  → BUT just **14%** of employers think that most college students are prepared with the skills/knowledge needed to complete a significant applied learning project.

- **80%** say that it is very important for recent graduates to demonstrate the ability to apply learning in real-world settings.

  → BUT only **23%** of employers think that recent college graduates are very well prepared to apply knowledge and skills in real-world settings.

- **60%** believe that ALL college students should be expected to complete a significant applied learning project before graduating.
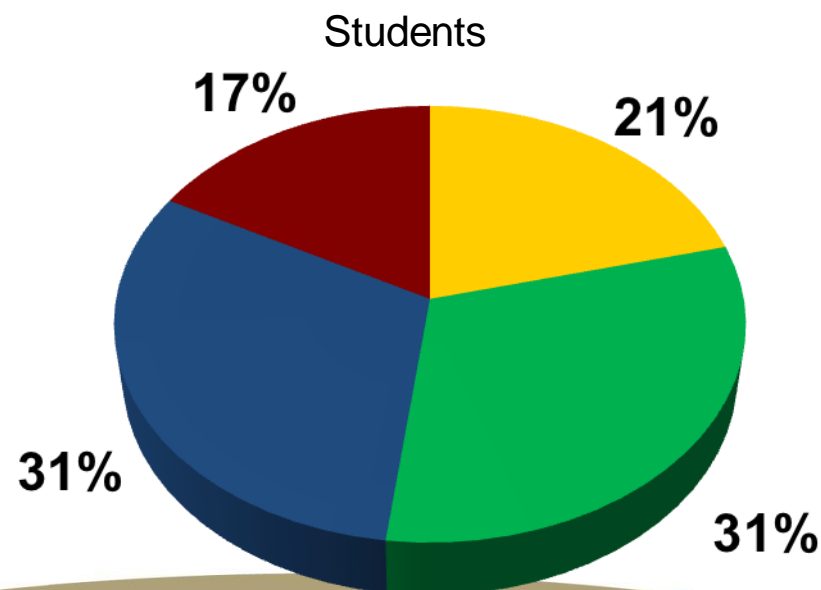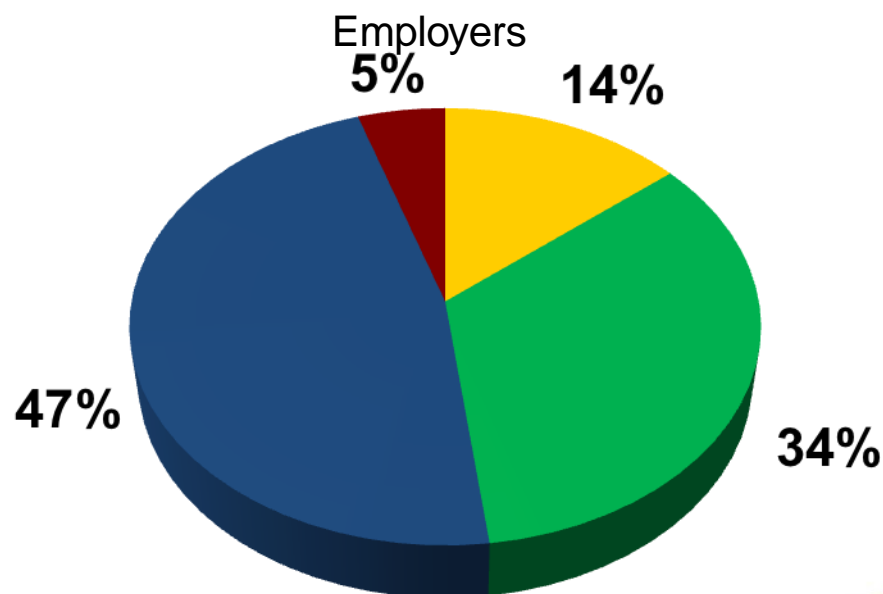
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Top Priorities for Improvement

In which area do you think colleges and universities need to improve more?

- 🟨 Ensure college graduates gain knowledge and skills that apply to a specific field or position
- 🟩 Equal amount of improvement needed in both areas
- 🟦 Ensure graduates gain range of knowledge and skills that apply to a range of fields or positions
- 🟥 Neither area needs improvement

Employers
5% 14%
47%
34%

Students
17% 21%
31%
31%

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Critical Questions for Trustees

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- How can boards of trustees help define clear measurable goals for **making excellence inclusive**? Who is held accountable for monitoring success and sharing progress?

- How can trustees partner with educators to ask and respond to questions about inclusive excellence that can lead to success for **all**?

Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study Guide and Planning (AAC&U, 2015)

- Knowing who you students are and will be

- Committing to frank, hard dialogues about the climate for underserved students on your campus, with the goal of effecting a paradigm shift in language and actions

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Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study Guide and Planning (AAC&U, 2015)

- Investing in culturally competent practices that lead to the success of underserved students

- Setting and monitoring equity-minded goals—and devoting aligned resources to achieve them

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Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study Guide and Planning (AAC&U, 2015)

- Developing and actively pursuing a clear vision and goals for achieving high-quality learning

- Expecting and preparing all students to produce culminating or Signature Work

- Providing support to help students develop guided plans to achieve ELOs, prepare and complete Signature Work, and connect college with careers

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Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study Guide and Planning (AAC&U, 2015)

- Identifying HIPs best suited to your students and your institution's quality framework

- Ensuring that ELOs are addressed and HIPs are incorporated across all programs

- Making student achievement—including underserved student achievement—visible and valued

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Thank you!

Dr. Tia Brown McNair

Associate Vice President

Office of Diversity, Equity and Student Success

mcnair@aacu.org

202-884-0808